
Introduction to the Second Edition

This second edition of *The Culturally Proficient School* has provided us, Franklin and Randall, the opportunity to write together again and to share with you what we are learning from and about schools engaged in the work of Cultural Proficiency. We began the journey of this edition with Laraine and remember her with a memorial in the Dedication.

Corwin continues to be supportive of our writing and exemplifies a publisher committed to socially just practices. The second edition incorporates our learning from working with schools, educational agencies, and organizations engaged in educating their staff members and clients. We also continue to learn from colleagues like you who have used previous editions to deepen your own understanding of Cultural Proficiency in service of our schools and related organizations. We share with you some of these learnings in this edition.

Since the publication of this first edition in 2005, we have been pleased with three constant responses to *The Culturally Proficient School*. First, we consistently meet educators and community partners who, after having read the case-story vignettes, indicate that we must have modeled the case story on their school-community. Usually, we had never visited their school or community but were gratified to see the relevance of the issues addressed in the book. Second, we receive very supportive comments about the design and presentation of the material. Feedback we receive can be grouped into two categories: opportunities to reflect and engage in dialogue throughout the book, and conversation and lab protocols updated in Chapters 7 and 8 of this edition. Third, we consistently receive positive feedback that we have fused practical, on-site applications with prevalent theoretical and research literature that addresses issues of oppression, education, and leadership in an integrated approach.

Although we've worked hard to retain the integrity of the first edition, we've made the following improvements to this edition:

- A conceptual framework for Cultural Proficiency is presented in Table II.1, Introduction to Part II.
- The content and vignettes have been updated and expanded.
- The format has been reorganized to present a progression of topics to ease reading and use of reflection and dialogue activities.
- A Book Study Guide has been added to the Resources section as an aid for professional learning.
- A matrix has been added to the Resources section that describes how to use other Cultural Proficiency books.

Conceptual Framework

Developing the conceptual framework shaped our thinking about the book and led to revisions designed to make the work increasingly relevant, accessible, and effective. The conceptual framework demonstrates the interrelationship of the Tools of Cultural Proficiency. The Introduction to Part II presents and describes the conceptual framework, and Chapters 3 through 6 provide detailed descriptions of the Tools of Cultural Proficiency.

Updated Content and Case Story

The world has continued to change since the first edition was published, and we place a high value on keeping the content and vignettes relevant and forward looking. We take pride in our continuing involvement with PK–12 schools, educational agencies, and organizations across the United States and Canada engaged in their members' professional learning. This edition continues to present the characters in the case story informed by our experiences and to present issues relevant to today's schools and agencies. The content of the vignettes reflects what we are learning about personal values and behaviors and organizational policies and practices that support educators being effective in our schools and related agencies. The vignettes and the content of the text are supported with relevant academic and research citations.

Revised Format

This format is designed for ease in reading. Part I sets the context for achievement gaps as the focus of the book and for the fictionalized community of Maple View as a case-story setting. Part II guides you into understanding the Tools of Cultural Proficiency for personal and organizational applications. Part III is structured for use as professional learning about topics of effective conversation and leadership for learning.

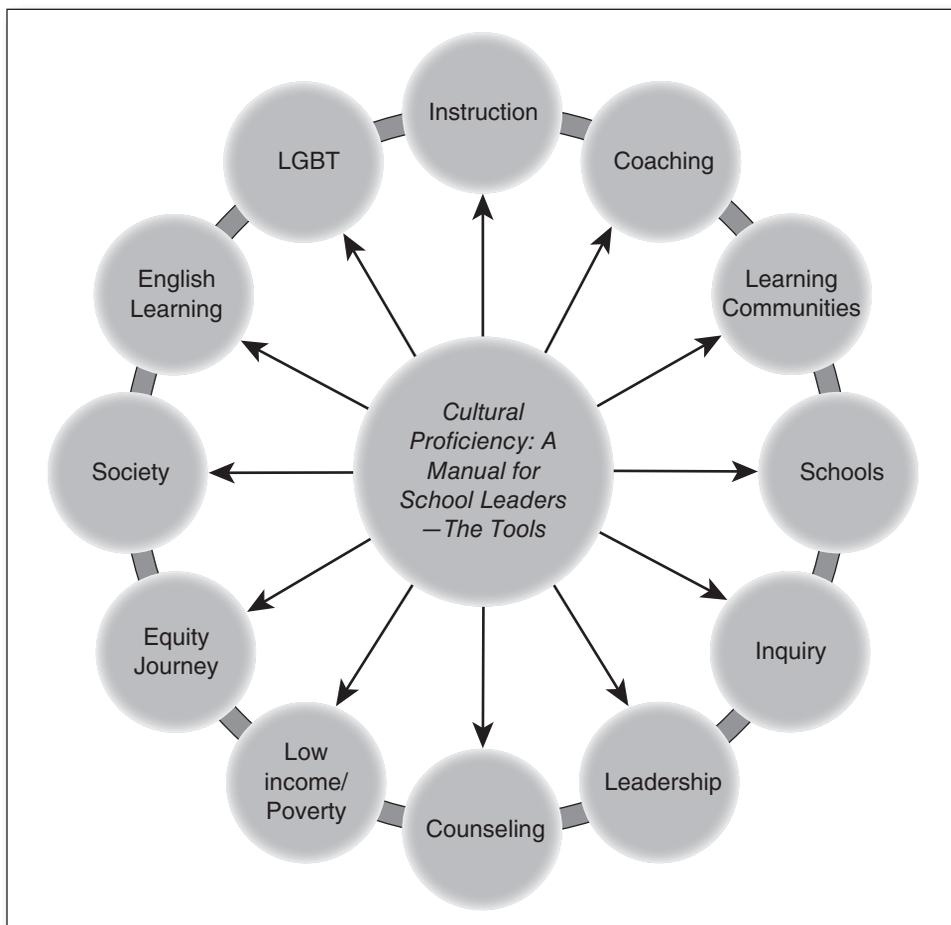
Resources Section

The Resources section of the book provides two useful tools to enhance ongoing learning—a matrix of how to use other Cultural Proficiency titles and a Book Study Guide:

- The Book Study Guide is intended for use in deepening individual understanding of the content and for use in collegial professional learning.
- The Breakthrough Questions Guide is designed to support the use of effective questions and the related activities in Chapter 7.
- The matrix lists other Cultural Proficiency books and the essential questions that guided the books' development. The guiding questions may guide your deeper learning and your professional growth as well.

As you will see in the matrix, 14 books on Cultural Proficiency are now available or in production. Each of the Cultural Proficiency titles has a

Table I.1 'Apps' of Cultural Proficiency



distinct application of the Tools of Cultural Proficiency, and the matrix is organized to inform you of which book(s) may be appropriate for your use. The table, the “Apps” of Cultural Proficiency, is a pictorial representation of the Cultural Proficiency books. The original and core book, *Cultural Proficiency: A Manual for School Leaders*, now in its third edition, presents our most detailed description of the Tools of Cultural Proficiency. The books radiating from the manual also present the basic tools in an applied manner relating to the books’ intent (e.g., instruction, coaching).

We are fortunate to have colleagues much like you who have contributed to the improvement of this edition of *The Culturally Proficient School*. Educators in PK–12 schools, colleges/universities, educational organizations, and agencies engaged in educating their staff members and clients throughout Canada and the United States have been generous in describing how this book enhances their own learning and professional development with colleagues.

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